DOCUMENT RESUME

ED 367 333 IR 054 864

AUTHOR Hampton, Karen
TITLE Issues of Accessibility in High School Libraries.
PUB DATE Aug 93
NOTE 61p.; M.L.S. Research Paper, Kent State University.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Access to Information; Comparative Analysis; High Schools; Learning Resources Centers; Library Collection Development; *Library Collections; Library Research; Library Services; Private Schools; Public Schools; Questionnaires; *School Libraries; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS Student Surveys

ABSTRACT

The purpose of this study was: (1) to examine the opinions of a selected group of public and private high school students regarding their perceptions of the level of accessibility to their school libraries (accessibility defined as times when students think they were allowed to be in the library); (2) to determine whether or not students feel the libraries provide sufficient materials for their needs; and (3) to determine if there is a significant difference between the responses of the public and private school students. An exploratory survey using a Likert style questionnaire and two open-ended questions was administered to a sample of 206 students in 3 public and 2 private schools in the Belmont County (Ohio) and Wheeling (West Virginia) areas. This data adds to a base of information which may guide improvement of services and provides a justification for continued or increased funding of library services in high schools. Included in the appendix are the list of schools surveyed and the student questionnaire. (Contains 16 references.) (JLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

[ ] This document has been reproduced as received from the person or organization originating it

[ ] Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

IR

ED 367 333

ISSUES OF ACCESSIBILITY IN HIGH SCHOOL LIBRARIES

A Master's Research Paper submitted to the
Kent State University School of Library and Information
Science in partial fulfillment of the requirements
for the degree of Master of Library Science

by

Karen Hampton

August, 1993

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Karen Hampton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR054864

BEST COPY AVAILABLE

Master's Research Paper by

Karen Hampton

B.S., Ohio University, 1980

M.L.S., Kent State University, 1993

Approved by

Adviser _____ Date _____

TABLE OF CONTENTS

List of Tables.....p. v

Introduction..... 1

Literature Review..... 1

Research Questions..... 6

Operational Definitions..... 7

Assumptions of Study..... 7

Methodology..... 8

Sample..... 8

Data Collection..... 9

Procedures..... 10

Limitations of Study..... 12

Results..... 12

Descriptive Analysis..... 12

Sample Population..... 12

Physical Access to Library..... 14

Access to Materials..... 18

Checking Out Materials..... 20

Personal Needs of Students..... 22

Other Information Sources..... 23

Analysis by Type of School: Private or Public 25

Physical Access to Library..... 25

Access to Materials..... 30

Materials Which Can Be Checked Out..... 34

Materials Students Check Out..... 38

Personal Needs of Students..... 40

Other Information Sources..... 40
Summary of Student Suggestions 44
Significance and Conclusion..... 46
Appendix A: List of Schools..... 48
Appendix B: Letter to Schools..... 49
Appendix C: Consent Form for Students. 50
Appendix D: Student Questionnaire..... 52
Bibliography..... 55

LIST OF TABLES

Table 1: Distribution of Students by Gender.....p. 13
Table 2: Distribution of Students by Grade Level..... 13
Table 3: Distribution of Students by Type of School.....14
Table 4: Composite Responses: Physical Access to Library.15
Table 5: Composite Responses: Access to Materials.....19
Table 6: Composite Responses: Checking Out Materials.....21
Table 7: Composite Responses: Personal Needs of Students.23
Table 8: Composite Responses: Other Information Sources..24
Table 9: Physical Access to Library.....26
Table 10: Access to Materials.....31
Table 11: Materials Which Can Be Checked Out.....35
Table 12: Materials Students Check Out.....36
Table 13: Personal Needs of Students.....41
Table 14: Other Information Sources.....41

INTRODUCTION

The library in any high school is an integral part of the educational experiences offered by the school. In assessing the adequacy of a library, the question arises as to whether or not students feel that they are able to make effective use of the library because of possible limitations in their physical access to that library, caused by scheduling, class or school rules, etc. A second type of access is also to be considered: the access students have to specific types of materials in the library, which is partially decided by the presence or absence of those materials.

It is the purpose of this study to: 1) inquire into the opinions of a randomly selected group of public and private high school students in a specific geographical area regarding their perceptions of the level of accessibility to their school libraries: 2) to determine whether or not students feel the libraries provide sufficient materials for their needs: and 3) to determine if there is a significant difference between the reponses of the public and private school students.

LITERATURE REVIEW

Jody Charter, in her 1982 doctoral study, used student interviews and the PSES Purdue Self-Evaluation System for School Media Centers, among other instruments, to investigate the status of high school library service. The

PSES is a catalog of items which may be addressed to students, teachers and administrators in individual schools to evaluate the services being provided in school libraries (Loertscher and Stroud 1976).

Charter found that in five out of six high schools which had been labeled "exemplary" by education and library professionals, students felt that their schools offered poor access to the library and its materials. Students stated that the library was not available to them for enough hours before, during, and after school. A further finding of Charter's was that only slightly more than half of the students in her survey reported finding materials they needed for class or personal interests in the school library. In fact, the overall disenchantment with the library was so high that approximately fifty percent of the students said they might not continue to seek access to a library after leaving high school. As Charter (1987) said:

> In an era when the federal government feels the need to remind society of the risks of continuing our way life without intelligent, discerning readers and decision makers, the school library media profession most assuredly needs to address philsophically the needs for free physical access to resources and services, as well as to implement purposefully programs whose top priority is serving their public- students.

The need for research evaluating the quality of school libraries has also been noted by Shirley L. Aaron (1979). She points out that during times of financial cut-backs, library programs which can demonstrate their high quality will be better situated to compete for adequate funding. Research which can determine what library services are valued by users can help the library plan for higher quality and make adequate funding more likely.

Lillian Gerhardt (1992) agrees with the theory that it is during times of financial need that libraries must expend the most effort to explain the necessity of their existence to the public. Gerhardt cites the 1962 Knapp Foundation project, which set out to demonstrate how well-equipped and well-staffed school libraries could benefit students and teachers. She offers the opinion that it is time for another well-publicized demonstration of the positive effect of good school libraries on student performance, which would ensure the awareness among politicians and the public that school libraries are a vital part of producing the high quality education needed for our country's future.

To demonstrate the need for more funding for school library professional staff in one region which is addressed in this study, it is interesting to note that Ohio has only 1,637 certified Library/Media Specialists employed to serve 1,758,134 students, or approximately one professional for every 1,074 students. When asked about the state of funding in Ohio for school libraries, the response from the Ohio

Department of Education was that in 85% of the districts, funding was "poor" (DeCandido and Mahony 1992).

Several surveys conducted in high schools by Donald R. Gallo (1985) indicate that students do not feel comfortable with their school library and/or librarian. He found that teenagers prefer the town library to the school library (63% to 25%), chiefly because of the wider choice of books and magazines available at the town library. Gallo's findings reinforce the importance of availability of resources as a factor to be considered in evaluating and improving school libraries.

A survey conducted by Hodges, Gray and Reeves (1985) found that the inclusion of certain types of materials was very relevant to the attitudes of high school students towards their libraries. In their findings, it was the presence and use of audio-visual materials which added to the perceptions by the students of overall library quality. For this reason, audio-visual materials are included as a factor in this study.

Leticia Ekhaml has described a Georgia high school media center that has involved a student committee in the selection of new books (1991). In 1991 the students were allotted $3000 (ten percent of the total book budget) to spend. Using a random sample and a needs assessment survey among their fellow students, a "shopping list" was prepared. Books were bought at a large local bookstore by the students. Students were encouraged by the media specialist

to buy what was requested by the student body: choices were not censored. This total involvement of students in the materials selection and acquisition process seems an ideal technique for making the library a relevant resource for students.

The need for further exploration of students' views regarding physical access to the school library and adequacy of available materials is a part of the continuing need for overall evaluation of school libraries. At a minimum, students have the right to expect a materials collection which is adequate for their academic information needs, if not their personal recreational reading needs, and the access to use those materials which are available.

A common practice in many schools is to have scheduled class visits to the school library. Many library professionals, including the American Association of School Librarians and the Association for Educational Communications and Technology, now encourage schools to make use of flexible scheduling, whereby classes visit the library on an as-needed basis, making immediate use of the facilities "at point of need," rather than on a rigid and restrictive regular schedule. (Mills 1991). Mills points out that the cooperation of school principals is vital to flexible scheduling being effective: without the support of school administrators, a library will be unable to operate in this more advantageous manner.

Evaluation of access is necessary for libraries whose duties are two-fold: to prove their viability in restrictive economic times, and to meet the needs of their patrons as well as possible.

RESEARCH QUESTIONS

This study addressed the following questions in an effort to find specific information from a sampling of high school students about their perceptions regarding their high school libraries' services.

1. What is the level of physical accessibility to the school library as perceived by high school students in three public and two private high schools in the Belmont County, Ohio, and Wheeling, West Virginia area?

2. Is this accessibility seen as sufficient by the students?

3. Are there sufficient materials available for their needs in the school library?

4. Where do the students go for information if it is not available or accessible in their school library?

5. What would the students suggest to improve accessibility to the school library?

6. What materials would they like to have available which are not?

7. Is there a difference in the responses of the students at public and private high schools?

Operational Definitions

For the purposes of this study, the following definitions will be used.

1. perceived physical accessibility to the library: the times when students think they are allowed to be in the library, regardless of official schedule of access.

2. sufficient accessibility: the amount of time students need or think they need in order to complete personal or school projects for which using the school library would be helpful.

3. school library: that part of the school which is sometimes also called the media center, library media center or learning resources center.

4. materials: books, magazines, reference sources and audio-visual materials and equipment.

Assumptions of Study

1. It was assumed that students will understand the questions and be honest in their responses.

2. It was assumed that most students will have a study hall during the day, during which they may take part in this study by answering a questionnaire.

3. It was the partial purpose of this study to discover the students' perceived accessibility to the school library, rather than the school's official schedule of access; this is the crucial measure of a library's accessibility. It is

from this point of measurement that changes must be made. Therefore, it was assumed that the students' perception of the accessibility shall be deemed the relevant accessibility.

METHODOLOGY

An exploratory survey using a Likert style questionnaire and two open-ended questions was conducted with a random sampling of high school students to determine their perceptions of the level of accessibility and adequacy of materials in their high school libraries.

Sample

The sample of students was drawn from a population of five high schools (three public and two private) (See Appendix A).

The schools were chosen on a geographical basis, in order to assess the status of perceived service in the area of the Ohio River Valley. The schools are located within an approximate thirty mile radius of one another. A sampling from both public and private schools was included to determine if there are any significant differences in the responses from students in the different types of schools. Any such differences might be reflective of policy, scheduling, or budgetary factors, and would provide a basis for future studies and conclusions.

The sample was randomly chosen. Approximately ten percent of the students in five high schools was surveyed: the exception to this was for a high school with fewer than 100 students enrolled: in this case at least fifty percent of the students was surveyed. The total sample was 206 students.

An approximately equal number of males and females was surveyed to control for differences in response caused by gender. Equal representation from each grade level (9-12) was attempted, but not always possible, due to scheduling conflicts within the school. The survey was administered during study halls and at the beginning of some classes, as determined by the wishes of the school administrations.

Data Collection

Descriptive data (frequency counts and percentages) was collected from the written questionnaire administered to the described sample of high school students and analyzed in regards to the following issues:

1) the students' perceptions of the level of physical accessibility to their school library (the times when students think they may use the library regardless of official school schedule of access);

2) whether or not this access is seen as sufficient by the students.(the time needed by students to complete personal or school projects for which the school library would be helpful);

3) whether or not there are sufficient materials (books, magazines, reference sources and audio-visual materials and equipment) in the school library to meet their needs: and

4) how and whether or not students obtain information if needed information is not accessible in their school library.

Data concerning the four questions listed above were also analyzed by t-test to determine if there was a significant difference between the responses of the public and private school students. A narrative summary is provided describing responses to the following two questions:

1) what suggestions do students have to improve accessibility to the school library?: and

2) what materials would students like to have available which are not?

PROCEDURES

Contact was made by letter (see Appendix B) with the school principals to receive approval for the use of the questionnaire in their schools. Schedules were set up to allow time for collection of data in each school.

Combined letters of explanation and consent forms for students (see Appendix C) were distributed and collected either in the students' regularly scheduled study halls or

at the beginning of some classes, as determined by the wishes of the school administration.

The survey was then administered by an on-site distribution of questionnaires (see Appendix D). A brief verbal description of the study, supplementing that given in the letter to students, and instructions for completion of the questionnaire were given. Questionnaires were completed and returned as soon as completed. The average time for completion of the questionnaire was ten minutes.

Approximately equal representation by gender and by grade level was attempted in each school by students indicating their status on the questionnaires, and subsequent random selection from each category of gender and grade level after all volunteer respondents had completed the questionnaire. Equal representation was attempted in order to eliminate possible bias in results caused by gender or grade level-based differences.

A sample of approximately ten percent of the students enrolled at five high schools was taken, with the exception of one school with an enrollment of less than 100 students; the sample in this case was at least fifty percent of the enrollment. The total sample was 206 students.

Confidentiality was assured to the students; no names were required on the questionnaire.

Limitations of Study

1. The value of information gathered in this study is limited by the specificity of the geographic region covered.

2. The selection of students, while potentially random, was influenced by the self-selection of students who chose to complete the consent form and participate by completing the questionnaire.

RESULTS

Descriptive Analysis

Descriptive statistics (frequency and percentages) are reported for the sample population and for responses to the first nine items on the questionnaire: t-tests are presented comparing data from public school and private school student responses. A narrative summary of the findings from the two open-ended questions concerning student suggestions for library improvements is included.

Sample Population

The sample population consisted of 109 males (52.9%) and 97 (47.1 %) female high school students (see Table 1). Males and females seemed equally willing to participate in the project by completing a questionnaire.

TABLE 1

DISTRIBUTION OF STUDENTS BY GENDER

Gender	Students No.	%
Males	109	52.9
Females	97	47.1

57 ninth graders accounted for 27.7 % of the total: there were 68 tenth graders (33%): 47 eleventh graders (22.8%): and 34 twelfth graders (16.5%) - (see Table 2). The low number of seniors was caused by the timing of the visit to one of the larger schools- it was Senior Skip Day, and there were few available seniors to participate in the study.

TABLE 2

DISTRIBUTION OF STUDENTS BY GRADE LEVEL

Grade level	Students No.	%
9th grade	57	27.7
10th grade	68	33
11th grade	47	22.8
12th grade	34	16.5

Private-school students accounted for 19.4% of the sample: public school students were 80.6% of the total (see Table 3).

TABLE 3

DISTRIBUTION OF STUDENTS BY TYPE OF SCHOOL

	Students	
Type of school	No.	%
Private	40	19.4
Public	166	80.6

Physical Access to Library

The first items (#1-4b) of the questionnaire dealt with physical access to the library. Possible student answers ranged from 1 ("don't know") to 6 ("always"). The responses by the total student group to these questions are summarized in Table 4 by frequency and percentage for each item. (See Table 4.)

Examination of responses to individual items on the questionnaire reveal an interesting summary of student perceptions of their libraries.

While over half (56.3%) of the students said they could use the library during a study hall, this means that the remaining 43.7% said that they could not use the library during study hall. Allowing for some students who did not have a study hall at all, this still leaves a large number who thought they could not make use of the library resources

TABLE 4
COMPOSITE RESPONSES: PHYSICAL ACCESS TO LIBRARY

The numbers represent answers as follows:

1	2	3	4	5	6
don't know	never	not very often	sometimes	fairly often	always

Question	Ttl # Responding	Percent					
		1	2	3	4	5	6
1. I regularly go to the school library with a class.	206	.5	24.3	35.4	24.8	7.3	7.8
2. I am allowed to go to the library independently during:							
a) study hall	206	2.9	7.8	4.4	7.3	21.4	56.3
b) lunch break	201	21.4	27.7	10.7	9.2	7.3	21.4
3. If I need to, I can use the library							
a) before school starts	206	42.7	13.1	4.9	6.3	5.3	27.7
b) after school is over	205	41.3	18.0	7.3	5.8	5.3	21.8
4. The school library is used for student meetings and activities:							
a) before or after school hours	205	41.3	18.0	7.3	5.8	5.3	21.8
b) during school hours	206	21.4	8.3	13.1	28.2	13.6	15.5

during the very time set aside for study during the day. In fact, the librarians for each school, except for one, stated that students were allowed to use the library during study hall. However, students were also sometimes required to get special permission or to be on a list before using the library during study halls. It seems that many students were unaware of the possibilities or unwilling to go through the steps required for admission to the library.

27.7% of the students said they were not allowed to use the library during their lunch break. This was in fact a close representation of actual school policies as described by the librarians. Two librarians stated that the reasons their libraries were closed during lunch were that they had the same lunch time as the students and there was no one else to staff the library. The fact that most libraries were closed during lunch may also be an indication of limited lunch time, which does not seem to allow for student library visits: on the other hand, it is often the case that what a student needs in a library may be obtained very quickly, and a few minutes would be sufficient to make use of the library if it were permitted.

Almost half of the students didn't know if they were allowed to use the library before or after school. All but one of the librarians indicated that the library was in fact available to students before and after school, even if only for fifteen minutes. In one of these cases, the librarian did not regularly make the library available before school,

but would do so with prior arrangements. It is unfortunate that students were unaware of the school policies regarding access before and after school: greater use might be made of the facilities if hours of access were communicated to the students.

All of these blocks of times (study hall, lunch, before and after school) obviously could be used much more effectively for learning by the students if the schools made greater efforts to open the library during these times and made the existent possibilities known.

More deficits in student awareness were demonstrated by the one third (32%) responding that they did not know if student meetings or activities were held in the library before or after school. This figure corresponds to the number who did not know if the libraries were open then. Approximately one fourth (28.2%) of the students stated that student meetings and activities were held in the library during school, which indicates a good beginning in multi-use of the libraries. This figure also closely reflects actual school policy: two of the five librarians had policies allowing student meeting and activity use of the libraries.

Access to school libraries seems to be limited by two separate factors: school practices and students being unaware of school policy. Both of these limitations might be removed with positive action on the part of the school administration. While it is possible that existing school practices regarding the schedule of accessibility to the

library have been determined by budgetary factors and are therefore less open to immediate change. Informing students more efficiently of the options already open to them could be done without great expense, and could result in immediate improvement in use of the library.

Access to Materials

In attempting to determine if the students' informational and recreational needs were being addressed in the school libraries, several questions were asked. The results overall indicate much room for improvement. Frequency distribution and percentages of responses to questionnaire items 5a-f, which address this issue, are summarized in Table 5.

One third of the students said that they could find what they needed for school work in school library books "fairly often": only 20.9% said they could "always" find what they needed in books.

Magazines within the school libraries did not offer much more of a reliable source, with 39.8% of the students responding that they "sometimes" found what information they needed. Only 12.6% "always" found what they needed.

Non-fiction books, often considered the backbone of a school library, "always" answered the needs of only 14.6% of the students; less than a third could even say that their needs were met "sometimes" by the non-fiction collection.

TABLE 5
COMPOSITE RESPONSES: ACCESS TO MATERIALS

1	2	3	4	5	6
don't know	never	not very often	sometimes	fairly often	always

Question	Ttl # Responding	Percent					
		1	2	3	4	5	6
5. When I need information for a class, I can find it in the school library in:							
a) books	205	4.4	1.5	8.3	31.6	33	20.9
b) magazine articles	204	3.9	1.5	11.7	39.8	29.6	12.6
c) non-fiction books	203	7.3	5.8	17	31.6	22.3	14.6
d) computer databases	201	31.6	18.9	12.6	14.1	13.1	7.3
e) inter-library loan	201	51	19.4	5.3	9.2	7.3	5.3
f) audio-visual materials (videos, etc.)	202	34	22.8	17.5	14.6	6.3	2.9

These responses indicate a great need for new and more materials to meet the educational needs of students.

The most common responses to the questions asking if information was found in a) computer databases, b) through inter-library loan, and c) audio-visual materials were "don't know"s. Most students seemed to be uncertain if these were options of service in their libraries. In fact, only two of the schools allowed student access to computer databases: three allowed access to A-V materials, and two used inter-library loan.

Checking Out Materials

When asked what materials students thought they were allowed to check out of the library (see Table 6), 77% of the students stated that they were always allowed to check out fiction books; all of the school libraries actually permitted students to do so. 29.6% of the students said they were always allowed to check out magazines (although 33% stated they never were allowed to do so); two of the five libraries actually permitted students to check out magazines. 73.8% of the students said they were allowed to check out non-fiction books; all librarians reported students were allowed to do so. Students reported that computer discs and audio-visual materials were either not allowed to be checked out (as stated by 38.8% and 36.9% respectively) or the students didn't know if they were allowed to check them out (50% and 48.5% respectively). These figures closely reflect the fact that most schools did not have these materials to check out. Overall, libraries seemed willing to check out books of all sorts and some magazines, but not able to provide computer or A-V materials.

Libraries which allow students to check out materials do not always succeed in getting students to actually do so. Students were asked what materials they had checked out of the school library during the time they had been students at the school. The most common response regarding fiction books

TABLE 6
COMPOSITE RESPONSES: CHECKING OUT MATERIALS

1	2	3	4	5	6
don't know	never	not very often	sometimes	fairly often	always

Question	Ttl # Responding	Percent					
		1	2	3	4	5	6
6. I can check out:							
a) books	206	2.4	1.5	2.4	5.8	10.7	77.2
b) magazines	203	13.6	33	4.9	10.7	6.8	29.6
c) non-fiction books	206	4.4	3.9	1.9	7.8	8.3	73.8
d) computer discs	204	50	38.8	2.9	4.4	.5	2.4
e) audio-visual materials	204	48.5	36.9	4.4	5.3	1.9	1.9
7. During the time I have been a student at this school, I have checked out:							
a) books	202	.5	24.3	20.9	23.8	7.8	20.9
b) magazines	202	1.5	61.2	9.7	11.7	5.3	8.7
c) non-fiction books	205	1.5	40.3	19.4	17.5	4.9	16.0
d) computer discs	203	2.9	92.2	1.9	.5	.5	.5
e) audio-visual materials	203	3.4	92.7	1.0	1.5	0	0

was they had "never" checked out a book (24.3% of students). A combined 28.7% of the students responded that they "fairly often" or "always" checked out books of fiction.

61.2% of the students indicated they had never checked out a magazine.

Non-fiction books, although allowed to be checked out by all of the libraries, had been checked out by only 60% of the students.

Computer discs and audio-visual materials had almost never been checked out: only one school allowed students to do so.

Personal Needs of Students

Moving beyond strictly academic needs, in item 8 students were asked if they were able to find items for personal interest in their school libraries. The responses to this item are summarized in Table 7. The most common response (32%) was that they could "sometimes" find something to interest them; "fairly often" and "always" accounted for a combined portion of 35.4% of the students, which is a fairly encouraging response. One might assume that students who are able to find materials they like for personal use might be more inclined to keep looking in the library for materials needed for school use, if only because they have been successful at one level of library use.

TABLE 7
COMPOSITE RESPONSES: PERSONAL NEEDS OF STUDENTS

1	2	3	4	5	6
don't know	never	not very often	sometimes	fairly often	always

Question	Ttl # Responding	Percent					
		1	2	3	4	5	6
8. When I want a book or information for personal interest, I can find what I want in the school library.	206	8.3	6.3	18.0	32.0	26.2	9.2

Other Information Sources

Students indicated varying patterns when asked where they looked next for material they could not find in their school libraries (see Table 8). A high percentage (70.3%) indicated that they would not give up looking if their school library did not have what they needed, but would continue a search at some level. 64% said that they used information they had at home at least "sometimes". A larger 88% said that they went to the public library at least "sometimes". An interesting 64% of the students said they asked a friend for information if they could not find it at school. Only 15% of the students indicated they tried a college library as next resort at least "sometimes". For each of the schools surveyed, the nearest college library was at least a ten minute drive away; in most of the school districts involved in this study, there is no public transportation available for residents. These factors would

limit the students' ability to take advantage of college libraries on their own.

These results indicate that overall students seem fairly well motivated to find information they need for school: it could only improve the learning which might take place if school libraries could better meet the educational needs of their students immediately and on site.

TABLE 8
COMPOSITE RESPONSES: OTHER INFORMATION SOURCES

1	2	3	4	5	6
don't know	never	not very often	sometimes	fairly often	always

Question	Ttl # Responding	Percent					
		1	2	3	4	5	6
9. If I can't find what I need in the school library, I:							
a) do not look further	202	2.4	52.9	18.4	20.4	1.0	2.9
b) use materials from home	201	1.0	9.2	11.2	45.6	20.9	9.7
c) go to a public library	202	.5	3.4	5.8	20.4	31.6	36.4
d) go to a college library	203	3.4	68.0	12.1	8.3	2.9	3.9
e) ask a friend	203	1.5	13.6	18.4	40.3	15.5	9.2

ANALYSIS BY TYPE OF SCHOOL: PRIVATE OR PUBLIC

Two-tailed t-tests were performed on student responses to the first nine items on the questionnaire, to explore possible differences in student perceptions of library accessibility in private and public schools.

Some significant differences in responses were shown.

Physical Access to Library

In questions concerning physical access to the library (questions 1-4b of the questionnaire: see Table 9) private schools rated significantly higher than public schools on all items except access during study halls- in this case, public schools rated significantly higher than private schools.

Private school students had significantly more access to their school libraries with classes than did public school students, $t(1, 204)=2.60$, $p<.010$. The mean response of private school students was 3.80; the mean response of public school students was 3.27, as determined by the questionnaire with an answer of "3" indicating "not very often" and an answer of "4" indicating "sometimes."

Regarding access to the library during study halls, private school students reported a mean answer of 4.65 ("sometimes"), while public school students reported a mean answer of 5.15 ("fairly often"), indicating a significant difference, $t(1, 204)=2.03$, $p<.043$. Private school

TABLE 9
PHYSICAL ACCESS TO LIBRARY

Items 1-4b

t-tests for independent samples of PRIVPUB

GROUP 1 - PRIVPUB EQ 1: PRIVATE
GROUP 2 - PRIVPUB EQ 2: PUBLIC

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q1				
GROUP 1	40	3.8000	1.324	.209
GROUP 2	166	3.2711	1.109	.086

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
2.60	204	.010

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q2A				
GROUP 1	40	4.6500	1.748	.276
GROUP 2	166	5.1506	1.301	.101

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
-2.03	204	.043

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q2B				
GROUP 1	40	4.9500	1.467	.232
GROUP 2	161	2.7391	1.698	.134

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
7.56	199	.000

GROUP 1 - PRIVPUB EQ 1: PRIVATE
GROUP 2 - PRIVPUB EQ 2: PUBLIC

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q3A				
GROUP 1	40	3.8750	2.334	.369
GROUP 2	166	2.8072	2.059	.160

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
2.87	204	.005

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q3B				
GROUP 1	40	5.0750	1.591	.252
GROUP 2	165	2.2667	1.708	.133

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
9.45	203	.000

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q4A				
GROUP 1	40	3.9750	1.819	.288
GROUP 2	163	2.7853	1.574	.123

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
4.15	201	.000

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q4B				
GROUP 1	40	4.1750	1.631	.258
GROUP 2	166	3.3494	1.691	.131

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
2.79	204	.006

BEST COPY AVAILABLE

students' comments indicated that private schools were more likely to hold study halls in areas other than the library, with less moving from one location to another.

Lunch breaks provided significantly more library access to students in private schools than public schools $t(1, 199) = 7.56$, $p < .000$. Private school students' mean response was 4.95, while public school students' mean response was 2.73, with "4" indicating "sometimes" and "2" indicating "never." Private school students indicated they had a relatively long lunch break (up to an hour and fifteen minutes) and the library was generally open to them at this time. Public schools generally have very short lunch breaks, as they accomodate larger numbers of students: this could account for their lessened access to the library during this period.

A significant difference was also found in the responses concerning accessibility of the library before school for private and public school students, $t(1, 204) = 2.87$, $p < .005$. The mean response of private school students was 3.87 ("not very often") and 2.80 ("never") for the public school students. Although private school students felt they had some access before school, neither group felt they had significant access.

After school accessibility to the library was significantly higher for private school students than for public school students, $t(1, 203) = 9.45$, $p < .000$. The mean

response was 5.07 ("fairly often") for private school students and only 2.26 ("never") for public school students. Since one of the private schools was a boarding school, students in this case had easy physical access to the library after school, even when it was not staffed. Whether access to information can be assumed when staff is not present is another issue.

Discussions with the public school librarians indicated they wished the library could be opened before school and longer after school. Some librarians said they tried to accomodate students who approached them with specific requests to use the library after school; however, they realized this is not a real substitute for regular open access. The librarians cited school staffing budgets and constraints on their own time as reasons for the restrictions after school.

Use of the library for student activities before and after school was significantly higher for private school students than for public school students, $t(1, 201)=4.15$, $p<.000$. The mean response of private school students was 3.97 ("not very often"); the public school student mean was 2.78 ("never"). Though there was a significant difference in these responses, neither indicates high use for student activities and meetings before or after school.

More use of the library for student activities and meetings during school was indicated by both types of schools; even so, private schools ($M=4.17$, or "sometimes")

again rated significantly higher than public schools (M=3.34, or "not very often"), t(1, 204)= 2.79, p<.006.

Access to Materials

A comparison of access to needed information in various formats in private and public school libraries (questions 5a-f of the questionnaire: see Table 10) showed fewer significant differences, with the exception of availability of information from computer databases and inter-library loans: private school students had significantly more access to these options.

There was no significant difference, t(1,203)=1.36, p<.175, in the students' abilities to find what they wanted in library books. The private school students' mean response was 4.27: the public school students' mean was 4.56, both indicating "sometimes."

Similarly, there was no significant difference in responses concerning the likelihood of wanted information being found in magazines, t(1, 202)= .54, p<.591. Both groups indicated they could "sometimes" find what they needed (private school M=4.37, public school M=4.26.)

Non-fiction books answered the needs of both groups of students at a similar level, with no significant difference, t(1, 201)=.18, p<.859. The mean response of private school students was 3.97 (a high "not very often"); the public school mean response was 4.01 ("sometimes") when asked if

TABLE 10
ACCESS TO MATERIALS

Items 5a-f

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q5A				
GROUP 1	40	4.2750	1.198	.189
GROUP 2	165	4.5636	1.206	.094

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
-1.36	203	.175

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q5B				
GROUP 1	40	4.3750	.979	.155
GROUP 2	164	4.2683	1.157	.090

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
.54	202	.591

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q5C				
GROUP 1	40	3.9750	1.368	.216
GROUP 2	163	4.0184	1.385	.109

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
-.18	201	.859

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q5D				
GROUP 1	40	4.3250	1.492	.236
GROUP 2	161	2.4161	1.498	.118

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
7.22	199	.000

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q5E				
GROUP 1	40	2.9250	1.730	.274
GROUP 2	161	1.9752	1.483	.117

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
3.50	199	.001

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q5F				
GROUP 1	40	2.7500	1.214	.192
GROUP 2	162	2.3642	1.448	.114

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
1.55	200	.122

they could find what they needed in magazines in their library.

Use of computers demonstrated the greatest difference between types of schools, with private schools rating significantly higher than public schools, $t(1, 199)=7.22$, $p<.000$. When describing their success in obtaining needed information from computer databases, the mean private school response was 4.32 ("sometimes"); the public school mean was 2.41 ("never"). This difference is clearly accounted for by the fact that only the private schools had databases for the students to use.

The other significant difference in the area of access to information in various formats came from the use of inter-library loan materials, $t(1, 199)= 3.50$, $p<.001$. The private school students' mean response when asked about the use of this source was 2.92, indicating "never", but almost "not very often." The public school mean, 1.97 ("don't know"), indicated a lack of information about this possibility. It would seem that private school students were more aware of inter-library loan possibilities, even though it was not a productive service for them. One private school and one public school indicated they offered this service to students.

There was no significant difference in the use of A-V materials by the the two groups, $t(1, 200)=1.55$, $p<.122$. Neither group found this to be a useful source: when asked if they could find needed information in A-V sources, the

private school mean response was 2.75 ("never"); the public school mean was a similar 2.36. In fact, A-V materials were available for students in only one school.

Materials Which Can Be Checked Out

Questions 6a-e dealt with what materials students said they were allowed to check out of their libraries (see Table 11).

When asked if they were allowed to check out books from their libraries, there was no significant difference in the responses of the private school students (M=5.65: "fairly often") and public school students (M=5.49: "fairly often"), $t(1, 204)=.82$, $p<.416$. Both groups had good access to books.

There was, however, a significant difference in the two groups' abilities to check out magazines, $t(1, 201)= 7.77$, $p<.000$. The mean response for private school students was 5.40 ("fairly often"), while the public school students' mean answer was 3.07 ("not very often"). Public schools seem to have adopted a stricter policy on this issue.

Non-fiction books were available for check-out "fairly often" for both groups (private school M=5.32, public school M=5.33). There was no significant difference in responses, $t(1, 204)=.03$, $p<.979$.

Both groups indicated they did not know if they were allowed to check out computer discs (private school M=1.85, public school M=1.6, where "1" indicates "don't know.")

TABLE 11
MATERIALS WHICH CAN BE CHECKED OUT

Items 6a-e

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q6A				
GROUP 1	40	5.6500	.949	.150
GROUP 2	166	5.4940	1.116	.087

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
.82	204	.416

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q6B				
GROUP 1	40	5.4000	1.297	.205
GROUP 2	163	3.0798	1.774	.139

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
7.77	201	.000

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q6C				
GROUP 1	40	5.3250	1.474	.233
GROUP 2	166	5.3313	1.332	.103

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
-.03	204	.979

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q6D				
GROUP 1	40	1.8500	1.167	.184
GROUP 2	164	1.6951	1.005	.079

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
.85	202	.399

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q6E				
GROUP 1	40	1.9250	1.309	.207
GROUP 2	164	1.7683	1.043	.081

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
.81	202	.420

TABLE 12
MATERIALS STUDENTS CHECK OUT

Items 7a-e

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q7A				
GROUP 1	39	3.9487	1.486	.238
GROUP 2	163	3.7423	1.460	.114

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
.79	200	.430

Q7B				
GROUP 1	40	3.7750	1.459	.231
GROUP 2	162	2.6111	1.212	.095

Pooled Variance Estimate

F Value	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
1.45	.117	5.22	200	.000

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q7C				
GROUP 1	40	3.3750	1.580	.250
GROUP 2	165	3.3091	1.459	.114

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
.25	203	.801

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q7D				
GROUP 1	40	2.2000	.823	.130
GROUP 2	163	1.9939	.261	.020

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
2.71	201	.007

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q7E				
GROUP 1	40	1.9750	.276	.044
GROUP 2	163	2.0123	.333	.026

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
-.65	201	.514

There was no significant difference in these responses, t(1, 202)=.85, p<.399. One public school did allow its students to check out some discs.

Similarly, neither group knew if they were allowed to check out A-V materials; there was no significant difference in their responses, t(1, 202)=.81, p<.420. A librarian from one school said that students were allowed to check out A-V materials.

Materials Students Check Out

When asked what materials they had actually checked out of their school libraries (questions 7a-e: see Table 12), there were few significant differences in responses of public and private school students.

Both groups said they checked out books "not very often": private school M= 3.94, public school M= 3.74. There was no significant difference indicated by these responses, t(1, 200)=.79, p<.430. These responses indicate what is perhaps a discouraging fact: very few students use the libraries' materials outside of the library. Other materials, with the exception of magazines, were also not checked out very often, as shown in the following analyses.

Private school students were much more likely to check out magazines than were public school students (means of 3.77, "not very often," and 2.61, "never," respectively). However, earlier analysis pointed out that private school students were allowed to check magazines out and public

school students generally were not. It makes sense that the check out rates would obviously be significantly different, $t(1, 200)=5.22$, $p<.000$.

No significant differences were found between the two groups concerning the frequency of check out of non-fiction books, $t(1, 203)=.25$, $p<.801$. The private school students' mean response to this item was 3.37 ("not very often"); the public school mean was 3.30 (also "not very often".) Again, it is interesting to note how infrequently students check out the materials in the library.

The responses to the question regarding checking out computer discs reveal low computer disc use outside of the library. While the private school students do not check out computer discs, M=2.2: "never" (they were not allowed to by policy), the public school students seemed confused by the question of whether they had ever checked out a disc. Their mean answer was 1.9 ("don't know"). They had indicated previously that they could not get information they needed via computer discs, and that they did not know if they were allowed to check them out. In fact, only one public school had computer materials, and students were allowed to check some of them out. Although the responses to this question were significantly different, $t(1, 201)=2.71$, $p<.007$, no positive rate of check out was indicated by either group.

Audio-visual materials were also a format which was either not checked out or presented some confusion to the students. The private school students in this case

indicated "don't know", M=1.97, when asked if they ever checked out A-V materials. The public school students knew they never had: M=2.01 or "never." Only one public school allowed students to check out A-V materials. It may be that the term "A-V materials" on the questionnaire was not specific enough to elicit definite answers from some of the students. The answers were not significantly different between the two groups, $t(1, 201)=.85$, $p<.514$.

Personal Needs of Students

There were insignificant differences in private and public school libraries meeting the students' personal needs. $t(1, 204)=.88$, $p< .379$. Both types of schools were able to meet the students personal needs "sometimes," with a private school mean response of 3.72 and a public school mean of 3.93. (See Table 13). This seems a pleasant allowance on the part of the students.

Other Information Sources

Concerning where students tended to look for more information if their library did not have the information they needed (questions 9a-e of the questionnaire: see Table 14) the only significant difference was that private school students were much more likely to go to a college library as a backup information source than were public school students.

TABLE 13
PERSONAL NEEDS OF STUDENTS

Item 8

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q8				
GROUP 1	40	3.7250	1.414	.224
GROUP 2	166	3.9337	1.326	.103

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
-.88	204	.379

TABLE 14
OTHER INFORMATION SOURCES

Items 9a-e

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q9A				
GROUP 1	40	2.8500	1.051	.166
GROUP 2	162	2.6975	1.040	.082

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
.83	200	.408

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
Q9B				
GROUP 1	40	4.0000	1.301	.206
GROUP 2	161	4.0994	1.038	.082

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
-.51	199	.608

BEST COPY AVAILABLE

Variable		Number of Cases	Mean	Standard Deviation	Standard Error
Q9C					
	GROUP 1	40	4.6250	1.125	.178
	GROUP 2	162	4.9938	1.083	.085

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
-1.91	200	.057

Variable		Number of Cases	Mean	Standard Deviation	Standard Error
Q9D					
	GROUP 1	40	3.1250	1.436	.227
	GROUP 2	163	2.3497	.859	.070

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
4.28	201	.000

Variable		Number of Cases	Mean	Standard Deviation	Standard Error
Q9E					
	GROUP 1	40	3.9500	1.300	.206
	GROUP 2	163	3.8098	1.147	.090

Pooled Variance Estimate

t Value	Degrees of Freedom	2-tail Prob.
.67	201	.501

Most students indicated that they would not give up looking for information if they could not find it in their school library. The private school student mean response was that they would "never" (2.85) "not look further"; the public school mean response was 2.69, also "never"; these responses were not significantly different, $t(1, 200)=.83$, $p<.408$. It is encouraging that students assumed the need to do further research if their school libraries did not meet their needs.

Using materials from home was a popular alternative for both groups (private school M=4.0, "sometimes"; public school M=4.09, "sometimes"). There was no significant difference in these responses, $t(1, 199)=.51$, $p<.608$.

The most popular source for both groups for further information was the public library; both groups said they used this resource "sometimes": private school M=4.62; public school M=4.99. The difference in how often each group used this resource was not significant, $t(1, 200)= 1.91$, $p<.057$.

The use of college libraries presented the only significant difference between the two groups when they looked for more information, $t(1, 201)= 4.28$, $p<.000$. The private school students indicated they used this resource "not very often" (M=3.12), while the public school students indicated they "never" did (M=2.34). This difference may be accounted for by two factors: the ability of the private schools to provide transportation to college libraries if

needed: and the basic lack of public transportation combined with working parents' busy schedules restricting public school students' access to college libraries. For most of the schools, the nearest college library was at least a ten minute drive away.

The difference in how often students consulted their friends for information was not significant, $t(1, 201)=.87$, $p<.501$. The mean response for private school students was 3.95 (a high "not very often"); for public school students the mean was 3.80 (also "not very often").

SUMMARY OF STUDENT SUGGESTIONS

When students were asked in an open-ended question if there was anything they would like to have changed about the schedule of their school library, almost a fourth of the private school students asked for a more flexible and extended schedule of hours. One fifth of public school students asked for more hours and more opportunities to use the library. It is unclear whether these differences in the percentage of requests for more library time result from restrictive hours or varying degrees of desire to use the library. Among public school students, the most common request was for the library to be open after school. Private school students wanted more flexible scheduling during the day; after hours access seemed to be less of a problem.

Students had many and varied suggestions when asked what they would like to have added to their libraries. In public schools, the most common request was for more computers, followed by new books and magazines, as well as a general updating of material. Requests were also made for A-V materials, a copy machine, more reference materials, newspapers, an online catalog, comic books, more space and tables.

Private school students requested more books the most often, followed by computers, and a general updating of materials. Also requested were more reference materials, magazines, A-V materials, a copy machine, newspapers, more space and tables.

Many of the students were quite emphatic in the need for the items they requested. Many students also mentioned that they thought rules concerning student conduct in the library were far too stringent, and affected student desire or ability to use the library (for instance, many stated they had been kicked out of the library, or had never even been there).

It seemed significant that many students wrote careful answers when asked for suggestions; students would be a valuable resource for individual schools evaluating their libraries.

SIGNIFICANCE AND CONCLUSION

It is evident from the data collected in this study that high school libraries are in need of new materials and methods of extending service. Students in high schools seem willing to learn and to look for information, but must be backed up with increased efforts and funding from their schools to make this possible. Examination of scheduling and rules could make the libraries more accessible; finding funds for more materials and equipment in restricted budgets will be more difficult and must perhaps be addressed to higher authorities.

It is hoped that this study will contribute to the awareness of professionals in the fields of school librarianship and school administration of student perspectives concerning the accessibility and the adequacy of materials available in high school libraries. Information gathered from this study offers concrete information to be used by library and administration professionals in their efforts to improve services to students and in their continuing dialogue with funding agencies.

Students may benefit from greater staff awareness of their informational needs, and by eventual improved funding to meet those needs.

The high school library exists for student use. The logical precedents to this assumption are two-fold: first, that for students to use the library effectively, it must be

accessible to them, and second, relevant materials must be available within the library. Information in this study may aid in evaluating the success of these aims and in guiding future decisions regarding high school libraries.

APPENDIX A

List of Schools

SCHOOL & PRINCIPAL	PUBLIC/PRIVATE	TELEPHONE	SAMPLE	ENROLLMENT
1. C. Gary Hill St. Clairsville High School 108 Woodrow Avenue St. Clairsville, Ohio	(public)	614-695-1584	58	628
2. Gary Norris Barnesville High School Shamrock Drive Barnesville, Ohio 43713	(public)	614-425-3617	56	363
3. Phil Irwin Olney Friends School Sandy Ridge Road Barnesville, Ohio 43713	(private)	614-425-3655	19	35
4. Frank Danadic Bellaire High School 349 35th Street Bellaire, Ohio	(public)	614-676-3652	52	550
5. Dan Vitlip St. John's Central High School 37th & Guernsey Sts. Bellaire, Ohio 43906	(private)	614-676-4932	21	200
TOTAL			206	1776

(An approximate ten percent sample of each school was attempted, with the exception of the small school; a sample of approximately fifty percent was taken in this case.)

APPENDIX B

Letter to Schools

Kent State University
School of Library and Information Science
Columbus Program
124 Mount Hall, 1050 Carmack Road
Columbus, Ohio 43210
May 1, 1993

Dear School Administrator,

I am a student in the Kent State University School of Library and Information Science. Part of my course work involves doing a research paper. The topic I have chosen concerns high school students' perceptions of the level of accessibility to their school libraries, and their perceptions of the adequacy of the library materials in their school libraries.

To gather data for the paper I would like to survey, by written questionnaire, about 10% of the students in five high schools in the Belmont County, Ohio - Wheeling, West Virginia area.

I would like to include your school in this survey, since it is in the geographical target area. I am enclosing a copy of the questionnaire and the student consent forms for you to look over.

I hope to administer the questionnaire during the students' study halls, including in the sample a representation from each grade level (9-12). The questionnaires will be completely anonymous: no names will be required. The information sources will be identified only by gender, grade level, and whether attending a public or private school. Individual schools will not be identified in connecton with particular responses.

This study is part of an effort to evaluate the perception by high school students concerning some parts of school library services. It is hoped that such a survey may offer indications of strengths and weaknesses in high school libraries in general, thereby providing a basis for encouragement of improvement of services when improvements are indicated, and a justification for sustained services when needs are already being met. If you would like a copy of the completed study, one will be made available to you.

I thank you for considering participating in this project. If you have any questions about the study, please write or call. My telephone number is (614) 425-1175.

Sincerely,

Karen Hampton

APPENDIX C

Consent Form for Students

Kent State University
School of Library and Information Science
Columbus Program
124 Mount Hall, 1050 Carmack Road
Columbus, Ohio 43210

Consent Form: Issues of Accessibility in High School Libraries

I want to do research on how students feel about their access to their high school library, and their opinions about the adequacy of the materials in their library. I want to do this in order to gain information about the need to improve services or materials, and to justify services and materials in school budgets. I would like you, as a high school student, to take part in this project. If you decide to do this, you will be asked to fill out a twelve-item questionnaire at school. It will take about ten minutes to fill out the questionnaire.

You will not need to sign your name to the questionnaire. Your answers will be anonymous: no one will know who filled out which questionnaire. There will be no dangers involved in filling out the questionnaire.

It is hoped that by your participation in this project, eventually your school may benefit from knowledge gained and shared with school librarians and administrative staff. Taking part in this project is entirely up to you, and no onw will hold it against you if you decide not to do it. If you do take part, you may stop at any time.

If you want to know more about this research project, please call me at (614) 425-1175. The project has been approved by Kent State University. If you have questions about Kent State University's rules for research, please call Dr. Adriaan de Vries, telephone (216) 672-2070.

You will get a copy of this consent form.

Sincerely,

Karen Hampton
Graduate Student

CONSENT STATEMENT

I agree to take part in this project. I know what I will have to do and that I can stop at any time.

_____ _____

Signature (student) Date

[Student copy of this letter and consent form included this and the preceeding page on one page.]

APPENDIX D

Student Questionnaire

Instructions: Read the statement and then put a circle around the number that best answers how you feel about the statement. If you don't understand the statement or don't know the answer, circle #1, which is "Don't know." Please answer the questions on all three pages and then turn in the form. Thank you!

The numbers represent answers as follows:

1	2	3	4	5	6
don't know	never	not very often	sometimes	fairly often	always

QUESTION	ANSWER					
1. I regularly go to the library with a class.	1	2	3	4	5	6
2. I am allowed to go to the library independently during:						
a) study hall	1	2	3	4	5	6
b) during lunch break	1	2	3	4	5	6
3. If I need to, I can use the library:						
a) before school starts	1	2	3	4	5	6
b) after school is over	1	2	3	4	5	6
4. The school library is used for student meetings and activities:						
a) before or after school hours	1	2	3	4	5	6
b) during school hours	1	2	3	4	5	6

1	2	3	4	5	6
don't know	never	not very often	sometimes	fairly often	always

5. When I need information for a class, I can find it in the school library in:

a) books	1	2	3	4	5	6
b) magazine articles	1	2	3	4	5	6
c) non-fiction books	1	2	3	4	5	6
d) computer databases	1	2	3	4	5	6
e) inter-library loan	1	2	3	4	5	6
f) audio-visual materials (videos, etc.)	1	2	3	4	5	6

Comments:

6. I can check out:

a) books	1	2	3	4	5	6
b) magazines	1	2	3	4	5	6
c) non-fiction books	1	2	3	4	5	6
d) computer discs	1	2	3	4	5	6
e) audio-visual materials	1	2	3	4	5	6

Comments:

7. During the time I have been a student at this school, I have checked out:

a) books	1	2	3	4	5	6
b) magazines	1	2	3	4	5	6
c) non-fiction books	1	2	3	4	5	6
d) computer discs	1	2	3	4	5	6
e) audio-visual materials	1	2	3	4	5	6

1	2	3	4	5	6
don't know	never	not very often	sometimes	fairly often	always

8. When I want a book or information for personal interest, I can find what I want in the school library. 1 2 3 4 5 6

9. If I can't find what I need in the school library, I:

a) do not look further 1 2 3 4 5 6

b) use materials from home 1 2 3 4 5 6

c) go to a public library 1 2 3 4 5 6

d) go to a college library 1 2 3 4 5 6

e) ask a friend 1 2 3 4 5 6

10. Is there anything you would like to change about the school library's schedule or the times you are allowed to use the library?

11. Is there anything you would like to have added to the school library?

Personal information: Circle the number that applies to you.

Sex: 1. male

2. female

Grade level: 1. 9th grade

2. 10th grade

3. 11th grade

4. 12th grade

Thank you for completing this questionnaire! Please return it now to the person who gave it to you.

BIBLIOGRAPHY

Aaron, Shirley L. "Current Research," School Media Quarterly 7, (Summer 1979): 277-79.

Charter, Jody B. "An Open Invitation? Access to Secondary School Library Media Resources and Services," School Library Media Quarterly 15 (Spring 1987): 158-60.

_____. "Case Study Profiles of Six Exemplary Public High School Library Media Programs," Ph.D. dissertation, Florida State University, 1982.

DeCandido, GraceAnne A., and Mahony, Alan P. "Overworked and Underbudgeted: Staff and Funds for School Library Media Centers 1992," School Library Journal 38 (June 1992): 25-29.

Ekhaml, Leticia. "Peer Review: Student Choices." School Library Journal (September 1991): 196

Gallo, Donald R. "Ask Your Librarian!" American Libraries: 16 (November 1985): 736-39.

Gerhardt, Lillian N. "School Library Project 2000: A Dream While Knapping," School Library Journal 38 (May 1992): 4.

Hodges, Yvonne A., Judy Gray and William J.Reeves. "High School Students Attitudes Toward the Library Media Program- What Makes the Difference?" School Library Media Quarterly 13, no.3-4 (Summer 1985): 183-90.

Loertscher, David, and Stroud, Janet G. PSES: Purdue Self-Evaluation System for School Media Centers: Junior, Senior High School Catalog. W. Lafayette, Ind.: Purdue Research Foundation, 1976.

Mills, Mary Louise. "Cooperative Program Planning and Flexible Scheduling: What do Principals Really Think?," Emergency Librarian 19 (September/October 1991): 25-28.